SHOPPING LIST OF STRATEGIES TO BE USED IN CLIL

1. Theoretical background
   • Vygotsky (challenging activities slightly higher level than the competences already acquired)
   • Constructivism (active involvement; concrete tasks; independent learners)
   • Krashen (comprehensible input – high exposure)
   • Cummins (contextual embedding of learning and scaffolding to help students succeed in the language of learning – exposure is not enough)
   • Smith and Patterson (cognitively demanding work)
   • Daniel Coste (subjects in which nonverbal communication, visual and graphic materials are used to clarify and integrate content presented verbally)
   • SIOP model (acronym for the Sheltered Instruction Observation Protocol, for implementing effective sheltered content instruction for students who are acquiring English as a second (or multiple) language (Vogt-Echevarría, 2006)
   • SDAIE methodology (it stands for Specially-Designed Academic-Instruction in English. SDAIE classes are those classes containing foreign students, taught by teachers using special techniques and strategies designed to assist them in both language-acquisition and subject-matter content. SDAIE/sheltered methodology emphasizes the concept of comprehensible input)

2. STRATEGIES

Making the Input Comprehensible
In the language class the 4 skills are part of the end product and a tool for introducing new language/practising and checking linguistic knowledge.
In the CLIL class the 4 skills are means of learning new information and displaying an understanding of the subject being taught. The language is a mean to an end, rather than an end itself.

**Language**
- Use of visual aids/realia/charts/diagrams/graphs/tables
- Pre-teach Key words your students will not know
- Make list of words - content word wall
- Give students chunks/structures they may need
- Introduce new vocabulary through songs
- Use dictionaries/picture dictionaries/personal dictionaries
- **Scaffolding**: supports learners in various ways (graphic organizers-language frames, visual…), enabling learners to do what they cannot yet do without support. When learners achieve independence, the scaffolding is removed, and a higher goal is set.
- Manipulative activities (drawings, posters, tables, maps, props, multimedia presentations, storyboards,) – drama and role-play
- Frequent checks of comprehension, repetition, rephrasing (verbal scaffolding) and consolidation
- MT can be used as a support and learning tool (e.g. use of MT to discuss a topic and achieve the task in English)

**Content**
- Analyse and practise any cognitive functions SS may need (comparing, predicting, classifying…)
- Identify learning strategies SS may need (brainstorming - note taking - understanding the meaning of words from the context – skimming for general information, scanning, etc…)
- Differentiate/give choices – MI (not only linguistic intelligence that’s prevalent in language teaching, but also those required by different subjects – logical/mathematical, musical…)
- **Ask higher-order questions** and plan tasks that promote critical thinking.
- **Activate pre-knowledge**: what the student knows about the subject matter to be covered.
In CLIL we have to include more strategies to support understanding and learning.

**DESIGN LESSONS FOR DISCOVERY LEARNING**

These activities allow students to discover new information on their own with guidance from the teacher. Teachers help organize the data and sometimes set out the procedures for students to follow. Students, individually or in groups, discover the results. Problem-solving activities (math) and open-ended experiments (science) are examples of discovery learning.

**BE CONSCIOUS OF DIFFERENT LEARNING STYLES**

Teachers can help meet the different learning styles of their students by varying the presentation and reinforcement of information.
- Alternate activities to address the visual, aural, tactile, and kinesthetic modes of learning;
- When re-inforcing information, choose a different mode of instruction.

**USE INQUIRY LEARNING**

Students investigate a topic and share among themselves with the teacher as a facilitator who checks on the students' understanding and progress. They identify a problem, hypothesize causes, design procedures or experiments, and conduct research to try to solve the problem.

**INCLUDE DISCUSSION OF STUDENT EXPERIENCES**

While introducing new topics in class, encourage students to share knowledge they may already have about the topic, along with any relevant real-life experiences they may have had.

**PLAN ACTIVITIES USING DRAMA AND ROLE PLAY**

Another language teaching technique that works well in the content classroom is using drama. Teachers can ask groups of students to act out an event or topic studied.

**BEGIN UNITS WITH THE K-W-L TECHNIQUE (e.g. dinosaurs)**

*Activating prior-knowledge – active involvement in the learning process*

Using a standard form, teachers distribute the "Know-Want-Learned" sheet to students individually at the start of each unit. Students complete the first two categories at this point. The "learned" category is completed at the close.

**USE COOPERATIVE LEARNING /SMALL GROUPS/WHOLE CLASS**

*Make the lessons highly interactive – construct knowledge together – accountability- comprehension and production*

These strategies provide for diversity and individuality in learning styles and aids students in the socialization process. Paired and group activities promote student interaction and facilitate working with the language and content. The ideal size for these groups ranges from 2 to 5 students.
**ROUNDTABLE** (e.g Chocolate)
*Activating prior-knowledge – cooperative learning*
- Work in groups of about 4.
- Each group has one sheet of paper.
- Tell the students the topic and write it on the board
- The first student writes something she knows about the topic on the paper and passes it to the next student.
- The next student writes something he knows on the paper and passes it to the next student.
- After 5 minutes, one student reads what is on the group list.

**THINK –PAIR- SHARE** (e.g animal symbolism)
*Activating prior-knowledge - cooperative learning*
- Think: Students think about a topic (e.g read and match)
- Pair: Students work in pairs and tell the partners what they thought.
- Share: Pairs of students get together with another pair of students (groups of four). Students take turns telling the group what they learned from their partners or the solution they agreed.

**NUMBERED HEADS TOGETHER** (e.g questions about plants/animals)
*Activating prior-knowledge - Cooperative learning – thinking skills – group responsibility*
Prepare problems/review questions about a topic.
- Ask students to form groups of about four.
- Students in each group number off, 1, 2, 3 or 4. (If groups have 5, two students take turns as one number; if groups have 3, one student has two numbers).
- The teacher asks a question and gives an appropriate time limit.
- Students take a few minutes to “put their heads together” to find and agree on an answer.
- Teacher calls a number to designate which student will answer for the team
- Students with that number give their groups' answers
- Teacher gives feedback.

**GRAFFITI**
*Activating prior-knowledge*
Use a piece of flip chart paper and write at the top *What does the word “water” make you think of?* Children use coloured pens to write words (graffiti) all over the paper in a random style illustrating what they think when they hear the word “Water”: *It makes me think of……*

**USE SEMANTIC WEBS** (e.g plants we eat)
*Activate prior-knowledge – discussion – support for writing*
Often used as a pre-writing activity, semantic webbing is also an excellent task for students before they read or discuss a new topic. This more sophisticated version of brainstorming allows students to organize their thoughts and categorize information. Students (with or without the teacher's assistance) may list items first and web later or they may web as they list, creating new strands as categories occur to them. The web is then used by the students as they write on the topic using the categories to organize their thoughts into paragraph form.
**SURVEYS** (how much chocolate do you eat a week?)

*Tuning in activity – investigate* — collect, organize, compare data and draw conclusions

Prepare a questionnaire with students about the topic you want to enquire. Divide the class into groups of four/five. Explain to the children they have to interview members of the group and fill in the survey grid by interviewing the members of their own group.

- Ask children to collect data, interpret them and draw conclusions within their groups
- Then share the data as a class

---

**TRUE/FALSE/I DON’T KNOW**

*Activating prior-knowledge* - *Consolidation and revision* — correcting sentences

1. Write a set of True/false statements on a specific topic to activate SS prior knowledge
   - Give a worksheet to each student
   - Tell the students to read the sentences in groups of four. They have to decide if they are True or False and write a T or F next to each sentence. Either they can cut out the sentences and classify them in T/False/I don’t know.
2. If you use the strategy for revision:
   - Ask the SS to translate the sentences that are true and rewrite the False sentences in English so that they are true. You can do the activity individually/in pair or in group

---

**ACTIVE LEARNING / INCORPORATE HIGHER THINKING SKILL ACTIVITIES** (e.g making predictions)

Students must be constantly giving the teacher EVIDENCE OF LEARNING. To provide the teacher with evidence of learning, students must DO some observable action or behaviour that the teacher has requested. Throughout the lesson, the teacher must plan educational activities that give students opportunities to:

- observe, recognize, locate, identify, classify, practice, collect, distinguish, categorize, repeat, match, show, select, construct, assemble, arrange, put things in order, etc.
- name, recall, give examples, draw, organize, decide, describe, tell, imagine, restate, create, appraise, dramatize, contrast, compare, question, map, discriminate, etc.
- list, underline, review, interprete, compose, dictate, point out, record, report, predict, express, plan and evaluate.
- relate, generalize, demonstrate, outline, summarize, suppose, estimate, judge, explain, debate, illustrate, infer, revise, rewrite, assess, interprete, justify, critique, etc.

---

**WORDSPLASH**

*Activating prior knowledge* – *consolidation*

Think of some sentences related to a topic. Split the sentences and write them down in random order on a piece of paper, leaving a blank part in the middle.

SS work in groups of 4/5. Give an handout to each group and tell the SS to think and write down as many true sentences as they can think and to add any new necessary word
CIRCUITS (e.g. the living world)
Activating prior knowledge – introducing new information – listen and predict – to develop interest in the topic
- Prepare some strips of paper and explain that on one the left side of them there is a true/false sentence and on the right side there is the correct answer to somebody’s sentence.
- Explain and demonstrate that one child should read out the sentence to the class. The rest of the class should say whether they think it is true or false (the child who has the answer stays quiet) and why (I think it’s true/false. I think fish never sleep).
- The child who has the answer then reads it to the class and has the next turn at reading a statement.

ECHOING
Tuning in - Listening and repeating – work in groups – writing

- Prepare a short talk and divide it into short sentences
- Write the title of the topic on the board
- Put the class into groups. Ask them to tell each other what they already know about the topic
- Write on the board and explain any key words that SS might find difficult to understand
- Ask the SS to number themselves 1 to 4
- Tell them you are going to read some sentences out loud twice. Every time you stop speaking, one student in each group has to echo to their group what you said. The first time this will be student 1, then student 2 and so on. The whole group repeats what the echoer said.
- Read the first sentence twice and the SS 1 in each group repeat it and the rest of their group repeat back…….

Example:
1. Paul Gauguin was French
2. He was born in Paris in 1848
3. He travelled to Peru, Denmark, Martinique and Tahiti
4. He studied art with Camille Pissarro
5. He painted beautiful pictures in Tahiti

PARROTING (learning a poem – dates – definition)
Learning definitions, reading and repeating – memorizing – pronunciation

- Write a short text SS need to memorize on the board
- Read the definition out loud and ask SS to repeat (focus on pronunciation)
- Rub out parts of the sentence
- Get the students to read the sentence including the parts you rubbed out

Es. Carnivores hunt and eat meat. They have sharp teeth.
Carnivores hunt and eat ________. They have ________ teeth.
Carnivores ________ and eat ________. They have ________ teeth.

SPOT THE SENTENCE (World climate)
Understanding new information

- Give SS a short text and leave a short time to skim through it
- Read out one of the sentences you have translated into MT.
- Ask the class to read the equivalent in English
- Continue in this way, reading sometimes a complete sentence, sometime part of a sentence
- In pairs, ask the SS to take turns to translate a sentence or part of it and the partner reads out the equivalent in English
**ANTICIPATORY READING GUIDES (e.g chocolate)**
*Activating prior-knowledge- predicting the content of a text – facilitating the reading of a text – skimming and scanning*

- Prepare some True and False statements about a topic and insert them in a three column grid (What you think/what the text says – statements). Prepare the related text and make it visual as much as possible.
- Give a copy of the guide to each student. Explain they have to read each statement and decide whether they are true or false and put a tick in the appropriate column. or use other strategies. You can run the activity by using other strategies (pair work- Think-pair-share-Numbered heads).
- When SS have completed the grid, give them a copy of the text and ask them to check if their predictions where right or not.

**SCAN THE TEXT (e.g the World’s climate)**
*Reporting back–introducing a text –skimming and scanning –giving input*

- Put the SS in groups of 3/4. Give a copy of the text to each student. Tell them to skim the text for general meaning.
- One person at a time from each group must walk out to you, read the slips of paper you show, hold the information in their head, go back and tell the group what they read.
- The group scan the text until they find the word and underline/colour and number it.
- New messengers go to you. Encourage group to work quickly.
- Read the word on each slip and choose a student to say the rest of the sentence
- Take the texts away and ask the groups to write down everything they can remember.

**Variation:** you can use pictures, diagrams, charts and graphs

**JIGSAW READING (e.g the solar system/ bears)**
*Opportunities to negotiate meaning - both individual and group responsibility*

- Learners work in groups.
- Each individual reads part of the text and prepares a plan to teach it to the group.
- Group meets and all learners share their part
- Groups complete assessment/summarizing activity (quiz, summary, outline, storyboard…)

**DEVELOP THE STUDENTS’ ABILITY TO USE TEXTS AND OTHER WRITTEN MATERIALS**

Make the text more visual -charts – Simplify the text

- Shorten by removing any redundancies
- Shorten by removing any unnecessary information
- Shorten sentences into simple structures
- Replace more complicated lexis but keep the language of the subject
- Avoid passive voice
- Avoid idiomatic expressions
- Avoid phrasal verbs
READING FOR MEANING (e.g. Weather/Climate)
scanning – using dictionaries – using subject words with appropriateness – understanding definitions – giving evidence of understanding

- Choose a short text that gives definitions of some subject key-words about the topic you are going to develop with the SS.
- Give a copy of the text to each students and ask them to read it – underline 5 words they don’t understand and ask for the meaning to a partner or look them up in a dictionary.
- When the definitions of the key-words are clear, ask the SS to fill in the gaps some sentences with the appropriate word

MUTUAL DICTATION (e.g carnivores – herbivores – omnivores/ weather chart)
4 skills – getting new information

- Find a text that gives key information
- Divide it up into alternate A and B sentences.
- On one sheet copy the A sentences, leaving the B lines blank. Do the reverse on the other sheet.
- Photocopy the sheets in order to have enough A and B sheets for making pairs of students
- Give half of the class the A sheets and the other half the B sheets
- Give the students time to read and understand their sentences.
- Clarify any new words
- Ask the SS to pair with someone who has got the other part of the sheet
- Student A start by dictating their first sentence and student B writes. Then student B dictates their first sentence and student A writes (spelling is allowed).
- They check what they have written

INFORMATION GAP ACTIVITIES (e.g rainfall)
work together, sharing information while practicing their language, negotiating, and critical thinking skills

These activities, which include jigsaws, problem-solving, filling tables and simulations, are set up so each student has one or two pieces of information needed to solve the puzzle but not all the necessary information.

LISTENING WITH KEY-WORDS (handout Chameleons)
Understanding key-words – listening for key-words – re-creating a text- student generated activity

- Select a text
- Write a list of several key words or phrases from the text and make enough copies for pairs or small group of students
- Give each pair/group a set of key words. Give time to read and help each other understand them.
- Tell the students to divide the slips between them.
- While you read the text, they must place the key words in the order in which they hear them.
- Read the text again
- Let them send a spy to the other groups to compare their order/check as a whole class
- Groups take turns to retell the text by using the key-words to make sentences
- Each group glues the key words on paper trying to write the missing verbs/words to make short sentences

Variation: give different group a different text
students select their own keywords and write them on slips of paper
Combine two groups. They take turns to read their texts while the others order the key words
TEACH STUDY SKILLS

By teaching study skills, teachers will give the students an important tool that they can use throughout their academic careers. Show students how to develop and use graphic organizers:

- **outlines** for summarizing, for making predictions;
- **time lines** for organizing and sequencing events chronologically, for comparing events in different settings (e.g., states, countries);
- **flow charts** for showing progression and influences on an outcome, for showing cause and effect;
- **mapping** for examining movement and spatial relations;
- **graphs** and charts for organizing and comparing data; and
- **Venn Diagrams** for comparing and contrasting.

DICTOGLOSS (e.g Organisms)

*Listening for information – writing –organising information in tables/diagrams – note taking*

- Introduce the topic, the language focus and the key vocabulary
- Read the text slowly and the SS writes notes of the key-concepts in the table (you can write key-words in random order on the board)
- The SS work in pairs and then in fours to compare notes and come to a shared version of the table
- You can ask SS to write down some short sentences about the topic

GRAPHIC ORGANIZERS (e.g organisms/ tables/flow charts)

- Provide access to higher level thinking and content structures/ schema
- Focus attention on key words, relationships, and ideas
- Make text more accessible by dividing it into small chunks and associating it with graphics

USE STRIP STORIES, SENTENCE STRIPS

Teachers write a summary of a lesson or reading passage or write out the steps for solving a math problem or for doing a science experiment on individual strips—either one sentence per strip or several sentences. These strips are distributed, out of sequence, to the students, in groups or as a whole class. The students then organize the strips into the proper sequence.

CHECK COMPREHENSION WITH CLOZE EXERCISES/INFORMATION GAP ACTIVITIES

Cloze exercises, popular for assessing reading comprehension, may be applied to different subject areas. For many clozes, teachers write a summary or take a reading passage or lesson and then delete some words. Students then "fill in the blank" with teachers deciding if they will score by an exact word or acceptable word method.
ENCOURAGE STUDENTS TO WRITE HEADLINES (e.g. chocolate)

Students can practice their summarizing skills. For example, teachers may ask students to write a headline describing the results of a science experiment or to match headlines to paragraphs.

TEXT CIRCLES (From cocoa beans to chocolate)
Getting information – reading – working in groups - assessment
- Find a short text
- Divide the text into sections, making sure each section break is in the middle of the sentence. Write the number 1 next to the beginning
- Cut into slips and duplicate enough sets for the class.
- Write the text title on the board and explain any difficult word
- Give out the slips to each group. Ask SS to read their slips to each other and to work out the correct order of the text and to stand in that order.
- Choose a group to read out their text in their chosen order. The whole class listens and checks.

SEQUENCING (life cycles, how to make bread, dinosaur time line)
Adverbs of sequence – memorizing a sequence of steps – using kinaesthetic intelligence
- Put students into groups of the same number as the steps that you want SS to memorize. Write the name of the steps on slips of paper.
- Each student in the group takes one slip of paper
- Each student must stand and say the step on their piece of paper at the appropriate time
- Check each group

Variation: Number the SS from 1 to.....?
Don’t give any slip of paper of the steps.
Student number 1 in the group stands and says the name of the first step, student 2 the second and so on.

STUDENT-GENERATED GAME: ODD ONE OUT (nutrients – animals….)
Defining – describing – categorizing
- Tell the students to write down all the words you dictate (e.g. pasta, bread, rice, eggs – hen, cow, horse, pig)
- Ask SS, in pairs, to underline the “odd one out” in each list
- Ask a volunteer to write down the words from the first list
- Call one pair to the board. They underline the “odd one out” and give a reason for their choice: The___________is the odd one out because it is/isn’t/has/hasn’t/can/can’t________________

STUDENT-GENERATED GAME: JUMBLE WORDS (parts of a plant/body)
Spelling – visual/spatial intelligence – labelling key-words – thinking skills
- Find a picture illustrating the words you want to be memorized
- Photocopy for each student
- Write a list of the words in random order on the board
- In pairs, SS have to copy the words from the board in the order they like and number them
- Give out pictures. Now they match the words to their picture by writing the appropriate numbers on it.
- Now, ask them to jumble the letters of each word on their list and write them in random order
- Each pair exchanges their picture and the list of jumbled words with another pair. The pairs re-order the letters and then write the matching number from the picture next to each word
- They give their work to the partner to be checked
DEFINITION BINGO (parts of a plant/ animals)
Memorizing key-words – consolidation and revision – listening and understanding

- Write key words all over the board (es. Flower, stem, roots, fruit, leaves…)
- Ask the SS to draw a six/four –squared grid.
- Tell them to choose six/four of the key-words and to write each one in a square
- Put your definitions in a bag. Pull out one at a time and read it out. If the SS have the matching word on their grids, they cross it out
- When a student has completed a line, he calls out LINE and reads out the words
- When a student has crossed out all their squares, he calls out “Bingo”
- Read the remaining definitions and ask SS to give you the matching word
- Ask SS to read, in turns, words and to give definitions

THREE THINGS I KNOW (e.g water, dinosaurs…)
Asking for and giving information – revising and expanding information on a content – note-taking

- Divide the class into groups of 4 and give them a topic
- Ask each group to discuss three things they know about the subject and write them down on a strip of paper
- Tell students to find a partner from another group (numbered heads together). They read out their lists and each of them write a new piece of information on their own paper
- The SS go back to their original group to read all the info collected
- Ask each group to write 3-4 sentences about the topic and write them down on a poster
- Each group illustrates its own work and the information is put together in a final poster